

# *St. Mary's College Seymour*



Parent Handbook



## *Vision Statement*



*St. Mary's College, Seymour  
A welcoming Catholic community that  
respects our heritage and  
looks to a sustainable future.  
We inspire learning excellence, resilience and  
service to others.*

### Child Safety Statement

St. Mary's College Seymour is a child safe organisation and is committed to child safety at all levels.

We have zero tolerance for child abuse and aim to provide a safe, supportive and welcoming environment where all students can flourish.

#### Contact Details

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## *Catholic Education In Seymour*

### A Brief History

St. Mary's School commenced in 1880 in the 'old Church' which in later years became the Parish Hall. Two lay teachers, Misses Renehan and Burns conducted the classes.

In 1893 a brick classroom was built and the ninety-two children enrolled were under the care of a Miss O'Donnell.

Later, a Miss Graham and a Miss McVeigh also served as teachers.

In 1900, at the request of Fr. J O'Neill the Parish Priest of Seymour, five Sisters of Mercy arrived from Mansfield and the school became known as St. Mary's Convent School. The Sisters' first residence, 31 Crawford Street, proved too small and they moved to another house at the corner of Collas and High Streets.

Sacred Heart College commenced in 1901, with both Secondary and Primary students, in the Sisters' residence.

In 1903 a site for the Convent was purchased close to the Church and in time the adjacent Show Ground was purchased for the Convent garden and playground area.

On 10th May Archbishop Carr, the then Archbishop of Melbourne, laid the foundation stone of the two-storey brick convent which was opened in October of that year.

Sacred Heart College classes transferred to the Convent when it was completed and boarders were accommodated until 1909.

In 1946 the Primary classes from the College merged with those of St Mary's and Sacred Heart College continued to provide Secondary education in classrooms that were part of the original convent building.

In 1973 the administration of Sacred Heart College was transferred to the Parish.

In 1985 the Convent building was refurbished for Creative Art classes and Administration purposes. The Community of Sisters of Mercy moved to a new building in High Street.

In 1988 St. Mary's Primary School and Sacred Heart College were amalgamated and became St. Mary's College, a Preparatory-Year Ten school.

In 1994, after a period of ninety three years of Mercy Administration, a lay principal was appointed.

In March 2000, the Parish Hall was demolished. That site was cleared to provide more playground space for the students. Using the recycled bricks a new boundary fence was erected – known as the 'Hall to Wall' project. The new Parish Hall had already been erected in September 1999 on a new site close by.

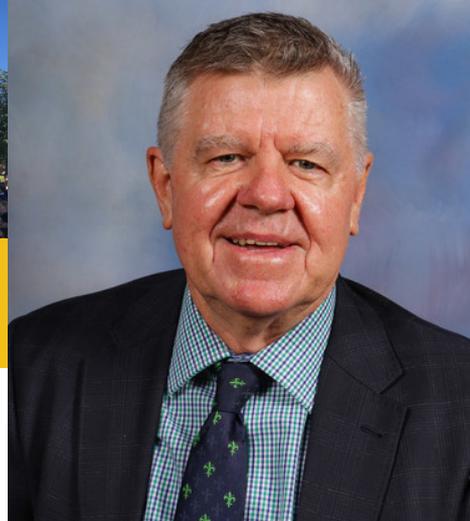
In February 2006, a mosaic of the College crest was officially opened in the newly refurbished area known as the Quadrangle.

In February 2008, a new Creative Arts Wing and two Multi-Purpose Courts, principally funded by a Commonwealth Capital Grant, were opened.

In September 2011, a new Science Wing and Multi-Purpose Hall were opened following the completion of the Building Education Revolution Project (BER).

In February 2012, the oldest building on the site, the Middle Primary Wing, was refurbished.





# A Letter From The Principal

*“We should be shining lamps,  
giving light to all around us.”*

**Catherine McAuley**

*(Foundress of the Sisters of Mercy)*



St Mary’s is a wonderful Catholic College that has its origins in the vision Catherine McAuley, the foundress of the Sisters of Mercy in Ireland (1831). In 1900 the Sisters were invited to Seymour and since that time Catholic education has served Seymour and district for over 135 years.

With a dedicated staff, visionary College Board, committed P&F and supportive parish led by Fr Eugene Ashkar, St. Mary’s continues to enrich the lives of all students. The College motto, ‘Protect and Care for Us’ reminds us that every member of our College community is valued.

St. Mary’s provides a P-10 Catholic educational pathway within the Archdiocese of Melbourne led by Archbishop Peter Comensoli and Acting Executive Director, Mr Jim Miles. As part of a highly professional education system we are dedicated to quality teaching, supporting the holistic learning success of all students while nurturing a personal relationship with Christ.

We are a proud College and our staff and parents hold the spirit, culture and traditions as vital to the formation of our students in educating for an ever-changing world. St. Mary’s is a dynamic learning environment where the nature of our school is seen in the academic and extra curricula achievements of all students regardless of age or need. We set high expectations and pride ourselves in providing a learning environment where every student can feel happy and safe.

Our students are well prepared for the rigour of ongoing study and we instill in our students the importance of being the future leaders in their local community and beyond.

A holistic education brings together faith, community, friends and learning. We strive to develop the skills and knowledge that will assist students to become motivated and thoughtful citizens, promoting achievement, wellbeing and engagement. Students are asked to Act Justly, Show Respect and Do Their Best so they can make a difference in the lives of others. Our community fosters the mindset that all things are possible when individuals truly believe in their God-given gifts and abilities and who never give up on their career path dreams.

The school offers a welcoming, inclusive environment which allows students to effectively learn because they feel safe and nurtured. It also places high priority on the importance of setting high expectations and developing literacy and numeracy skills. Academic success, student wellbeing and faith formation go hand in hand to help students to grow from wide eyed, curious Prep’s into responsible, respectful and capable young adults who understand the importance of giving back to their family, school and wider community.

St. Mary’s College has a committed staff who go above and beyond for the students. We value the role that parents, carers and grandparents play in the education of their children. When you enrol your child at St Mary’s College you become part of this community.

Best wishes

Wayne Smith  
Principal

DipEd(ACU) DipRed(ACU) BEd(ACU)  
GradCertEdAdmin(Edith Cowan)  
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MTheolStudies(BBITAITE)



# Governance Of The College

St. Mary's College is governed by St. Mary's College Board, under delegation from the Canonical Administrator (Parish Priest - Seymour) in accordance with the Constitution approved by the Archbishop.

The main responsibilities of the Board are:

1. To support actively Catholic education as described in 'The Code of Canon Law' and in the directions and guidelines determined by the Archbishop, by:
  - (i) maintaining the Catholic nature of the College;
  - (ii) ensuring that the Religious Education 'To Know, Worship & Love' texts are used as the basis for teaching;
  - (iii) promoting the development of a Christian community within the College;
  - (iv) sponsoring a comprehensive curriculum which underpins the Catholic ethos of the College;
  - (v) becoming involved as appropriate in other Catholic adult education initiatives within the region.
2. Support and promote the principles and practices of Australian democracy including a commitment to:
  - (i) elected Government;
  - (ii) the rule of law;
  - (iii) equal rights for all before the law;
  - (iv) freedom of religion;
  - (v) freedom of speech and association;
  - (vi) the values of openness and tolerance.
3. To establish, ratify and review regularly the objectives of the College.
4. To select and determine policies in consultation with appropriate parties which will assist the Canonical Administrator (Parish Priest), Principal and staff in working toward the objectives stated above.
5. To ensure on behalf of the College community that the curriculum and education standards are adequate to meet the needs of the students.
6. To evaluate the effects of the Board's decisions in achieving these objectives.
7. To plan, implement and evaluate the financial and building programs necessary for the recurrent and long term effectiveness of the College in accord with its responsibility to consult appropriately with various diocesan and civil authorities.
8. To advise on the management of the College finances.

## Membership

In addition to the Parish Priest and the Principal, the Board is comprised of the Business Manager of the College, a member of staff elected by the staff, up to six parents elected from the parent body and up to two members who can be nominated by the Board for specific purposes and approved by the Parish Priest.

## The Decision Making Process

The Board works on a consensus approach and takes care to consider all viewpoints, to inform itself on current thinking and to seek advice as appropriate before concluding on any matter. Prayerful reflection is an important part of the Board's deliberative process.



## *Education in Faith*

Religious Education encourages attitudes and values that are consistent with the teachings of Jesus in the Gospels and which, when lived out, help to transform society. As we are a faith community consisting of parents, staff and students, the interaction within the community will convey Gospel values and beliefs. Students experience love, sharing, justice, forgiveness and reconciliation in the living Catholic community at St. Mary's College.

Catholic schools were founded to proclaim Jesus' message of God's love for all. Our Catholic faith calls us to embrace the contemporary world with a Catholic imagination and a particular hope filled view of the human person and all of creation. Catholic education invites students to make sense of their world and their lives within a faith community that is faithful to the mission of Jesus. (Horizons of Hope context 2016 p.9).

Education in Faith endeavours to bring a richness of Catholic traditions into dialogue with the world of contemporary culture. It enables students to develop a knowledge and understanding of our Catholic heritage and the skills required for them to be active and discerning participants in society.

The College endeavours to engage students in making sense and meaning of this everyday life in the light of the teaching of Jesus, the Catholic Church and the traditions of our Catholic community.

Education In Faith endeavours to promote a religious literacy for students. This means that students develop a knowledge and understanding of the Catholic heritage and the skills required for them to be active and discerning participants in the Church, parish and society.

### Education In Faith

The College Religious Education Curriculum is a school based program conducted in accordance with the Religious Education framework and texts, 'To Know, Worship, and Love'. It is a framework of dialogue, understanding and action which leads students in a process of deep learning, evaluation and response to the mysteries of life, enlivened by the Holy Spirit. The goal of this process is a deepened relationship with God, right relationships with others, a greater love of the Church, and empowerment to work to create a just world. Students are invited to explore and celebrate the Catholic story through liturgy, sacramental programs, prayer, meditation and action for the good of others and their world.





## Education in Faith

In this Religious Education Curriculum Framework we cater for the development of students' competencies and capacities across all the strands and content at each areas year level. In doing so a number of principles of learning apply:

- learning for all;
- catering for different learning styles and abilities;
- individualised and personal learning;
- process and content are equally important;
- integration of learning, teaching and assessment;
- learning that transfers to life.

St. Mary's College Education In Faith Program has incorporated an inquiry based curriculum which integrates content and process where by students are taught such content through processes seen in the real world. Using this approach, students acquire knowledge as they plan, evaluate, solve problems, construct or critique arguments and make decisions. At the same time the content the students are learning in Education in Faith has the power to promote higher-level processes as it does in the learning of other subjects.

### Reflection Days

Each year level participates in a Reflection day over the course of the year, centred on a theme related to their Religious Education program. The Reflection days are planned to provide students with the opportunity for spiritual reflection, inspiration, and hopefully a deeper appreciation and strengthening of their faith journey.

### Sacramental Program

Each year the College offers Sacramental programs. First Reconciliation and First Eucharist (Middle Primary) and Confirmation (Senior Primary) are embedded in the Education in Faith programs at these levels. Families whose children are not in these levels but would like to make the sacrament are encouraged to contact the Religious Education Co-ordinator.



Each Reflection day has a focus:		
Year 7	Respect	'Come, Follow Me'
Year 8	Compassion and Courage	'Be Not Afraid'
Year 9	Service and Justice	'Call To Action'
Year 10	Hospitality	'Who Is My Neighbour'





# Learning and Teaching

## Curriculum Overview

The College Learning Plan is designed from the Victorian Curriculum F-10 Framework, and in conjunction with the Education Framework for the Archdiocese of Melbourne – Horizons of Hope.

Learning Areas have a discipline-based approach to learning; students learn the knowledge, skills and behaviours in the following areas. Education in Faith, The Arts, English, Health and Physical Education, The Humanities, Languages (Indonesian), Mathematics, Science and Technologies.

Capabilities are a set of discrete knowledge and skills that can and should be taught explicitly in and across the learning areas. These capabilities include: Critical and Creative Thinking, Ethical, Intercultural, Personal and Social.

Contemporary Priorities in our curriculum give special attention to three areas, Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Australia, and Sustainability. These are embedded in all learning areas and have a strong but varying presence depending on their relevance to the learning area. These priorities provide national, regional and global dimensions and give students the knowledge and skills to engage with and better understand their world.

## Our Design Principles

This set of principles was created by the staff, with the support of the school adviser from Catholic Education Melbourne. They reflect our commitment and responsibility for learning and teaching opportunities in our College.

- We will design a curriculum framework using an Inquiry approach, which has entitlement for all and promotes high expectations.
- We will place students at the centre of learning, by catering for individual learning styles, by using a variety of modes of instruction and by using ongoing formative assessment.
- We will develop a culture of learning in which students take ownership and responsibility for their work.
- We will use a variety of contemporary tools to engage students and include relationships with local, global and digital communities.
- We will develop teacher capacity by planning collaboratively using a consistent, structured approach.

## Learning Overviews

Our curriculum is designed to deliver the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

We use a conceptual approach when designing units of work that are: rigorous, use contemporary tools, promote deep thinking, build relationships and engage with others. Students ask questions, explore possibilities and consider alternatives.

Learning Overviews by year level are available on the website.





# Learning and Teaching

## Personalised Learning

Whilst it is recognised that students progress through the learning continuum from Foundation to Year 10, students do develop and learn at individual rates. They may achieve particular levels earlier or later than the designated timeframes. Learning support, intervention and extension programs are offered to students to scaffold their individual learning, as required.

Years: Foundation to Year 4 - Stability, consistency, confidence.

The first year at school aims to give students a secure, stable, entry into the learning environment. Classroom routines are established early with an emphasis on building positive relationships with teachers and their peers.

### Foundation – Year 2

- Learning is focused on knowledge, skills and behaviours in Education in faith, literacy, numeracy, health and physical education.
- Students learn to build resilience, increase independence, confidence and develop social awareness.
- Specialist teachers provide learning in Indonesian, Art, Music and Performance and Library.

### Years 3 – 4

Learning areas are expanded and deepened; the humanities, science and technologies are incorporated into the design of inquiry units. Students become more resilient as problem solvers, they take increasing responsibility for their learning, they see themselves as learners. Specialist teachers provide more in depth learning in Indonesian, Art, Music and Performance and Library.

Years: 5 – 7 - Expanding Deep Learning, Becoming Independent.

Students in these years benefit from more frequent use of College resources and facilities. Students have arts and technologies classes with other students from across this level. They benefit from peer to peer learning and tutoring as well as developing more accountability for their own learning.

- Learning becomes the responsibility of the student, where a good home/school partnership is supported by the use of the College planner and ongoing communication.
- Students develop deeper thinking and reflect on their work, they look for improvement and consider a wider range of possibilities and ways to present their learning.
- Specialist teachers broaden the range of learning in a variety of spaces and with specific tools and resources.
- Students design products with wood, food and fabric. They become more expressive and creative in art, music, and drama. Students use a range of devices and increase their awareness of being eSmart in their use of technology.





# Learning and Teaching

## Years: 8-10 – Developing Pathways.

Students in these years develop greater independence of mind and interests. They seek deeper connections between their learning and the world around them. They experience learning in the classroom and in work and community settings. They are beginning to develop preferred areas of learning. Identifying personal strengths and developing pathways is emphasised. Students are preparing for their final years of formal schooling and beyond.

- Students make choices in Arts and Technology studies.
- Students present units of work to a wider audience, such as learning expos, parent nights.
- Students participate in the B4W (Beyond 4 Walls) program at year 9, which takes learning into the wider world.
- Year nine students are introduced to the Coaching Young People for Success program, which assists in preparing for a week's work placement in year ten. It also prepares students to make course selections for year 10.

## Assessment & Reporting

At St. Mary's College, effective communication about ongoing 'assessment and reporting' between parents, students and staff is characterised by collaborative, purposeful and informative 'feedback' processes.

The timeline for assessment and reporting is published at the start of each year.

It is one part of establishing good home school partnerships, and supporting student learning. Students in years 5-10 are involved in the conversations around their achievements, goals and challenges.



Term 1	Week 2	Parent, Teacher and Student 'Meet & Greet'
Term 2	Week 1	Interim Report available
	Week 2	Parent/Student/Teacher Conversations (optional)
Term 3	Week 1	Semester 1 Report available
	Week 2	Parent/Student/Teacher Conversations
Term 4	Week 1	Interim Report
	Week 2	Parent/Teacher/Student Conversations (optional) Semester 2 Report available early December

## Home Learning Procedures

We have a well-established and documented process for each of the three learning levels across the College. Each contains the: recommended times, content, home school partnership expectations, and the additional learning structures in place at school to assist all students to become successful learners.

Home learning procedures by year level are available on the College website.

## Technologies

Technologies are already integral to the experience of young people. We think that it is imperative that students are educated in the benefits and challenges of

communication technologies to enhance their learning and living. This important aim is supported by our registration as an eSmart school.

St Mary's College is committed to a relevant curriculum that is flexible in delivery and allows for maximum student engagement. We offer students and staff portability, access and engagement in learning via an extensive Technologies program from Prep to Year 10.

A 1:1 Lap Top program commences at Year 7 via a purchase plan that extends over 4 years. Each Year 7 student is required to enter into an agreement with the College to maintain the lap top over the four years.



# Student Wellbeing

Being a Catholic school student wellbeing is a priority and pastoral care is provided to students by all staff members. We are committed to the personalisation of learning and we aim to get to know all students, notice changing needs and adapt teaching styles accordingly. This also applies to the social and emotional development of students.

To assist each student, there is a homeroom/classroom teacher appointed for each group of students. This teacher is responsible for looking after the daily needs of the students in her/his care, and this includes each child's spiritual, social, physical and academic development.

## Positive Behaviour School

St Mary's College is a Positive Behaviour School that places an emphasis on building strong positive relationships with both students and parents. This approach aims to teach and develop the expected behaviours. Our College Tag and Student Expectations were borne out of the pillars of this School Wide Positive Behaviour Program.

## Wellbeing Team and Level Co-ordinators

The Wellbeing Team consists of Deputy Principal (Wellbeing), Student Services Co-ordinator and three Level Co-ordinators. Each Level (P-4, 5-7 and 8-10) within the College contains a Level Co-ordinator. The Co-ordinators work closely with all staff and students within the level to maximise both wellbeing and learning opportunities. When issues arise with an individual student, parents/guardians are encouraged to make contact with class/homeroom teacher or the appropriate Level Co-ordinator.

## St Mary's College Tag

St Mary's TAG was developed across the College to enhance student wellbeing. The TAG: Act Justly, Show Respect & Do Our Best captures the three important pillars for maintaining good relationships. All students and staff belong to a TAG team. These TAG teams are multi-aged involving students from all levels (Prep-Yr 10). Students are grouped with their siblings and members of their College sports team. The TAG teams come together regularly with the aims of having fun, getting to know others and strengthening our TAG – Act Justly, Show Respect, Do Our Best.

## Student Expectations

The College expectations provide students with knowledge and understanding of their rights and responsibilities and are the foundation for expected behaviour in all aspects of school life:

- to wear our College uniform with pride;
- be punctual and prepared for learning;
- to care for our environment and resources;
- be respectful of each other in our community with both voice and actions;
- to interact in a safe and inclusive manner;
- to challenge yourself to achieve your best;
- to support our Catholic Ethos which is at the heart of everything we do.



# Student Wellbeing

## Uniform Policy

St. Mary's College will be recognised, in part, by the way we present ourselves in the community. This includes the way the uniform is worn and the grooming of the students.

The Uniform Policy has been developed to provide clear expectations for students and their parents about Uniform requirements. A copy of the uniform list is provided on enrolment. For years 5-10 there is also a copy inside the student planner.

## eSmart School

In 2016, St. Mary's College received formal accreditation as an eSmart school.

eSmart is a program to assist schools to build and maintain positive culture and behaviours in relation to the use of digital technologies:-

- a whole-school approach;
- embraces technology's benefits;
- reduces students' and teachers' exposure to risk.

eSmart provides the framework to:

- guide and support schools to implement relevant cyber-safety policies, practices and curriculum;
- equip school communities, particularly children and young people, to be safe and responsible when using computers and mobile phones;
- reduce cyber-bullying and other cyber-risks.

## Student Leadership

Student voice is extremely important within the College. At Year 10 students leaders are elected to form the Student Leadership Team. This team includes 2 College Captains, 2 College Vice Captains and SRC Leaders, 2 Wellbeing and 2 Community Leaders. Together, with the Sports Captains, this team meets regularly with staff to discuss, plan, support and guide the College and students in a range of areas.

Class Captains and House Captains are also elected each year for their leadership skills, their willingness to take on responsibilities, their ability to support fellow students and to act as a role model.

## Transition

St Mary's College takes pride in ensuring all new families feel welcomed and supported when transitioning into our College. Being a Prep to Year 10 College means that there are many considerations within our Transition policy and procedures. This is to ensure we have an encompassing process that cater for:-

- Kindergarten to Prep;
- Year 6 to Year 7;
- New Students in different year levels (Primary and Secondary).

Some of the transition events include Open Day, Information Evenings, Kinder visits, and Orientation Days. All important transition events and dates are communicated to families in a timely manner through a range of sources.





## Student Wellbeing

### Student Representative Council (SRC)

The Student Representative Council is responsible for developing student initiatives and organising fund raising programs for local and national causes.

### Assemblies

College Assemblies and Level Assemblies are prepared and presented by staff and students. They cover a wide range of topics and include a strong focus of student achievement.

### College Production

Every two years the College presents, to the community, a major play or musical.

Students in Years 5-10 are given the opportunity to be involved as either cast or crew.

### College Art Exhibition

Every two years the College presents, to the community, an exhibition of students' art works. The exhibition is linked to events that take place in the wider community and draws interest from a wide range of people.

### Camps And Excursion

Students participate in a range of excursions and camps that support the curriculum program.

### College Socials

College Socials are offered to students (Yr 7-10) and provide a social outlet for young people in a supervised environment.

### Sports Events

The students participate in College Swimming, Athletic and Cross Country carnivals.

The College is a member of the Seymour District Schools Sports Association (SDSSA) and the Sandhurst Northern Zone Sports Association. These organisations provide students with the opportunity to compete at inter-school, district and state level.





# General Procedures

## Daily Organisation

The Primary and Secondary Campuses run on a common timetable format. Whereas the Primary Campus uses blocks of time, the Secondary Campus timetable consists of a 25 period week, with lessons of 60 minute duration.

Bell Times:	8.45am Homeroom 8.55am Period 1 9.55am Period 2 10.55am Recess 11.25am Period 3 12.25pm Period 4 1.25pm Lunch 2.15pm Period 5
College Office:	Office Hours are 8.15am to 4.30pm. The College Administration and Reception area is situated at 90 High Street. All visitors are requested to report to administration.
Newsletter:	'The Marian' is named in honour of Mary, our mother. The College newsletter is published weekly and uploaded to the College website and facebook page every Thursday afternoon.
Canteen:	The Canteen is open every day and aims to provide healthy snacks, drinks and lunches. A list of prices is sent home at the beginning of the year. Parents are asked to supervise carefully the amount of money children have to spend each day. The Canteen relies on volunteer helpers to operate. Parents, carers and grandparents assistance is welcomed.
Student Passes:	If it is necessary for students to leave the school during the day, notification should be sent in writing. It is expected that requests are only made for important matters, such as a doctor's appointment. Passes for the purpose of buying lunch are not permitted as there is a College canteen. Yard Supervision: Teachers are on duty from 8.30am. Students must not arrive at school prior to this time. After school supervision is provided in McIntyre Street at the Bus Departure points from 3.15pm until the departure of the last bus (approximately 3.40pm) Students still in the grounds when the last bus departs will be expected to wait for their parents/ guardians at the Office.
Transport:	Train: It is possible to travel by train from Wallan, Kilmore, Wandong, (Heathcote Junction), Broadford and Tallarook. Bus: Buses travel from the following areas: Avenel, Glenaroua, Highlands, Nagambie, Puckapunyal, Pyalong, Tallarook, Strath Creek, Yea Contact Seymour Coaches on 5792 1181 for more information.

*Protect and Care for Us*



# General Procedures

## Tuition Fees and Levies

The current Fee Schedule is enclosed separately.

Fees and Levies for the whole year are charged to the account in first term. Arrangements may be made with the College to pay per term, per month or per fortnight and prompt payment of the arrangement is appreciated.

Family Fees:	Applied per family per year. Charged to the account first term and payable in full by the end of October each year.
Curriculum and Excursion Levies	Applied per student per year. Charged to the account first term. Curriculum Levies are due by the 1st June. Excursion Levies are due by the end of October.

The Tuition Fees and Levies cover the cost of general materials and equipment used by all students.

### Excursion/Camp/Fees

Excursions/Camp fees will be within guidelines set by the College Education Board and charged to accounts.

### Concessions

Concessions are available for those who have either short or long term difficulty paying fees. Parents who have such difficulties are urged to contact the Principal or the Business Manager as soon as the need arises so that the appropriate arrangements can be made.

### Care Monkey

At St Mary's College we take the health and safety of our students very seriously. As such we have adopted a health and safety application named CareMonkey. CareMonkey is an innovative parent controlled electronic medical form for schools, clubs and other groups with a duty of care. It's an electronic version of the paper based forms previously used for excursions, camps etc. It provides parents the opportunity to update medical information promptly and accurately while providing the school with instant access to the emergency information provided by you. We use the CareMonkey app in the best interest of the children whilst also reducing the burden on parents to fill out the same information on multiple forms throughout the year.

Users can use a PC, laptop, tablet or smartphone to enter the details including:

- emergency contacts
- medical contacts
- medical checklist including asthma, allergies, seizures, diabetes
- health and ambulance insurance details
- notes and other care instructions from parents
- and more...

As a parent/guardian you will receive an invitation to join CareMonkey and enter details for your child/children. By following the instructions you can create your own free CareMonkey account and control all data about your child/children. The CareMonkey system stores the information on your behalf and you will be able to grant (or deny) access to your data with our school. You are also able to share this data with any other group or individual you choose (eg. your child's grandparents, their child minder, their sports club, etc). From the schools perspective, this information will only be visible by the relevant staff for your child and will be managed in accordance with the Privacy Act. You don't need to do anything until you receive the email requesting the information. Please feel free to contact the school if you have any questions. You can also visit the CareMonkey website for more information: [www.caremonkey.com](http://www.caremonkey.com)



### Contact Details

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